R E P O R T R E S U M E S

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A STUDY-CONFERENCE TO DETERMINE ACCEPTABLE SPECIFICATIONS FOR STANDARDIZED FOREIGN LANGUAGE READING PROFICIENCY TESTS FOR GRADUATE STUDENTS. FINAL REPORT.

BY- BOYNTON, DAMON
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

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A PLANNING CONFERENCE WAS HELD TO STUDY THE QUESTION OF EXPERIMENTAL DEVELOPMENT OF STANDARDIZED FOREIGN LANGUAGE READING PROFICIENCY TESTS FOR GRADUATE STUDENTS. THE CONSENSUS OF THE CONFERENCE WAS THAT STANDARDIZED TESTS WERE NEEDED AND THAT THERE BE TWO FOLLOWUP PHASES TO THE PLANNING CONFERENCE. PHASE 1 WOULD CONSIDER THE DEVELOPMENT OF THESE TESTS, AND PHASE 2 WOULD INVOLVE THE EXPERIMENTAL USE AND EVALUATION OF THE TESTS. THE CONFERENCE ALSO AGREED THAT THE TESTS SHOULD BE IN TWO PARTS. PART 1 SHOULD BE CONCERNED WITH BASIC VOCABULARY, SYNTAX, AND STRUCTURE, AND PART 2 SHOULD HAVE FOUR ALTERNATIVE PARTS CONTAINING SEVERAL READING PASSAGES WHICH ARE REPRESENTATIVE OF GRADUATE LEVEL FOREIGN LANGUAGE READING IN PHYSICAL SCIENCE, BIOLOGICAL SCIENCE, SOCIAL SCIENCE, AND THE HUMANITIES. (GD)

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FINAL REPORT

A Study-conference to Determine Acceptable Specifications for Standardized Foreign Language Reading Proficiency Tests for Graduate Students

held on April 27, 28, 29, at the offices of
The Educational Testing Service, Princeton, New Jersey

under the auspices of the Graduate School of
Cornell University and in cooperation with
the Association of Graduate Schools

U.S. Office of Education Contract #SAE 9428
under the provisions of Title VI, Part A, Section 602 of the
National Defense Education Act

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Introduction

Representatives of eighteen graduate schools, the U.S. Office of Education, and the Educational Testing Service met in the Board Room of Educational Testing Service, Rosedale Road, Princeton on April 27, 28, and 29, 1961.* The Conference was held in order to study the question of experimental development of standardized foreign language reading proficiency tests for graduate students.

Prior to the Conference, the following resource materials had been prepared and sent to the participants: A Summary of Foreign Language Requirements for Ph.D. Candidates in the United States; an Extract of the Summary of the Meeting of the AGS Committee on Testing, January 5-6, 1961; A Statement on Doctoral Reading Requirements Prepared for the MLA Conference 27; A Survey of Available Standardized Tests in French, German, and Russian; and a List of Participants in the April 27-29 Conference. In addition, at the Conference, the following materials were distributed: the Agenda; the Questions for Discussion; a Summary of Procedures for Administration of Language Examinations, compiled from answers to questionnaires sent to the participating graduate schools.

Dean Damon Boynton, of Cornell University, Chairman of the AGS Committee on Testing, called the meeting to order. After introductions and a welcome from President Chauncey of ETS, Dean Boynton reviewed the events leading up to the Conference, referring specifically to the Summary of the January 5-6 meeting (herewith attached, Appendix B). He stated that after that meeting, a proposal for development and experimental use of standardized tests had been developed in three phases: Phase I, the planning Conference; Phase II, development of tests; Phase III, experimental use and evaluation of the tests. The proposal had then been taken to the U.S. Office of Education, and financial implementation was secured for Phase I, a planning Conference to be held under the auspices of Cornell University with the cooperation of the Association of Graduate Schools.

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*list of participants attached, Appendix A

In response to an expression of interest on the part of Deans of AGS Graduate Schools, the Committee on Testing invited one participant from each of eighteen institutions to take part in the Conference with them. Although only limited time was available for consultation, the Committee on Testing received valuable advice and materials from the Executive Secretary of the Modern Language Association and the Chairman of the MLA Conference on Problems in Teaching and Testing Languages Required for Doctoral Candidates. In addition, special help was provided by Professor W. N. Locke of the Massachusetts Institute of Technology and Professor Wilmarth Starr of New York University. Dr. Robert Solomon and others of the staff of ETS took responsibility for the preparation of materials and for all local arrangements.

Turning to the Agenda, Dean Boynton told the Conference that development of a statement based on the nine questions for discussion would comprise the chief work of the conferees. (The list of questions is attached, Appendix C.) The questions would be divided into three groups, 1 to 3 for discussion the first morning, 4 to 7 to be discussed the first afternoon, 8 and 9 the second day. Separate subcommittees would be asked to formulate statements covering the three groups of questions. These statements would then be brought back to the Conference for consideration, amendment and eventual approval on the second day of the Conference. The three subcommittees were made up as follows: Questions 1 to 3, Ashton, (Chairman); Leonard, Nock, Schilling, and Schrader. Questions 4 to 7, Spragg, (Chairman); Bowman, Oswald, Solomon, Springer, and Starr. Questions 8 and 9, Evans, (Chairman); Ebel, Page, Saporta, Schrader, and Solomon.

At the end of the consideration of the questions, several matters not specific to them were agreed upon as appropriate for inclusion in the final report. The summary statement presented below, therefore, represents a consensus reached by the entire group.

Summary Statement

I. The Present Situation

There is a deep and continuing commitment on the part of American graduate schools to the general requirement that candidates for advanced degrees demonstrate a reading knowledge of one or two modern foreign languages. This is clearly demonstrated in the appended survey* of present Ph.D. requirements of American graduate schools. Nevertheless, among the faculties within a single graduate school, there are often sharp differences of opinion about the purposes of the foreign language requirement, and about the minimal level of proficiency in reading which should be regarded as satisfactory.

The appended summary** of practices currently used furnishes evidence of the wide variations in the procedures for administration of the foreign language reading requirements in the graduate schools represented at the Conference. Despite considerable dissatisfaction with translation tests as a means of determining comprehension of reading materials in foreign languages, this is the criterion of reading proficiency in most graduate schools. Although foreign language departments have responsibility for testing reading proficiency in a number of graduate schools, the faculties of many others prefer to keep the administration of the requirements separate from those departments. The procedures for testing are frequently very time-consuming, and the difficulty of the tests themselves may vary greatly from area to area and from time to time within a single graduate school. The term "chaotic" was used by several of the conferees to describe the present situation with respect to this requirement. It appeared to be agreed that although the pressures caused by increasing numbers are a primary reason for interest in standardized examinations, the availability of such tests

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*Appendix D
**Appendix E

should have important beneficial effects on the general level of training in foreign languages for doctoral candidates in subject matter areas not primarily concerned with those languages. It was further agreed that it is timely to have such tests generally available for use in satisfying the entrance requirements for some graduate schools because of the increased emphasis on foreign language training in high school and baccalaureate programs.

II. A Statement of Need

It was the consensus of the Conference that standardized tests of reading proficiency in foreign languages for graduate students are needed. The task will be to develop such tests experimentally so that they will measure the student's competence to read with understanding, in these languages, of the professional literature of his major discipline. The scope of the tests should be broad enough so that each institution will be able to determine the minimum levels of competence appropriate to its requirements, in relation to national standards that would themselves be a result of the tests.

III. The Principal Foreign Languages of Scholarship

Inasmuch as French, German, and Russian are widely recognized as the principal foreign languages of scholarship, the Conference recommended that tests be developed for those three languages.

IV. The General Characteristics of the New Tests

Although the Conference recognized that tradition has favored tests which require direct written translation of passages, it agreed that there is persuasive evidence in favor of multiple-choice tests which measure reading comprehension. Such tests have the added advantage that they can be scored reliably as well as mechanically. Accordingly, the Conference recommended that written translation of continuous passages should not be part of the tests and that alternative procedures be used for testing comprehension.

The consensus of the Conference was, further, that the tests should be in two parts. Part I should be concerned with basic vocabulary, syntax, and structure and its questions should be directed toward testing understanding of unspecialized expository prose. Part II should have four alternative parts containing several short passages which are representative of the foreign language reading that confronts the graduate student in his scholarly work, respectively in the broad areas of physical science, biological science, social science, and the humanities. Although no dictionary should be allowed, help with unusual or critical words may be appropriate.

The Conference agreed that the test instructions should be in English and recommended that, experimentally, the use of English for the questions in Part I be compared with the use of the language of the test for those questions.

It appeared necessary to the Conference that at least two forms of each test be developed initially, with a new form in each subsequent year. It seemed desirable for each test development committee to have at least one member who has primary subject matter interests outside of the language fields as well as the necessary ability in the language of the test.

Finally, the Conference agreed that the tests should be constructed so as to yield a wide distribution of scores, and that normative data should be developed, with standard scores and/or percentile equivalents so that institutions can determine their own minimum standards in accordance with this general information.

V. Inapplicability of Existing Standardized Tests for These Purposes

A survey of existing standardized objective tests in foreign languages is attached.* There was a full consideration of these tests in relation to the needs expressed above. It was agreed that none of them is satisfactory for use in

*Appendix F

examining graduate students whose concentrations are in non-language subject matter fields. However, several of them, notably the Department of State examinations and the Modern Language Association Proficiency Tests for Teachers, will provide valuable materials and ideas for construction of the new reading tests for graduate students.

VI. The Applicability of the Project to NDEA Aims

The appropriateness of this project to Title VI, Part A, Section 602 of the National Defense Education Act was discussed at some length. It was found that the examinations to be developed will be used to measure the outcome of training to achieve the level of foreign language competence required by the graduate schools of the United States for awarding graduate degrees. Specifically, during the initial experiment they would be used to test the reading proficiency of graduate students enrolled in modern language courses offered by institutions represented at the Conference. In addition, they will be used by these and other institutions in testing graduate students who have prepared themselves either by taking reading courses or in other ways. Thus they are to be specialized materials for use in modern foreign language training. Looking beyond their immediate utility in the measurement of reading proficiency, it was agreed that the tests will have long-run strengthening effects on foreign language competence and training in American graduate schools.

VII. Division of Responsibilities Concerned with Test Development and Evaluation

The Conference agreed on the following matters: Educational Testing Service should be the sub-contracting agency responsible for the mechanics of the design, the administration, and the evaluation of the tests. Thus Phase II, dealing with test development, and part of Phase III would be carried forward by ETS as sub-contractor. At the beginning of Phase III, the use of the tests should be limited to those institutions that can conform to the administrative requirements of test

development and evaluation. Should the number of institutions volunteering to participate be too large, the AGS Committee on Testing would be responsible for choosing participants.

Although some cooperating institutions may appropriately grade the answer sheets before returning them to ETS, in the course of the experiment and subsequently, all answer sheets are to be returned promptly to ETS for the preparation of normative materials and for use in evaluative and interpretive studies.

Ultimately, the pattern of use should be one which will enable institutions to administer the tests under secure conditions at various times during the school year which will be administratively convenient to them.

In order to obtain the best evaluation of tests given in the early portion of Phase III, the Conference recommended:

a. That tests be given to those students who are about to present themselves for the corresponding institutional examinations, since this would yield most meaningful norms

b. That institutions be urged to give their own tests to the same students under comparable conditions with respect to time and motivation

c. That institutions be invited to cooperate actively with the understanding that local administrations and evaluation would be carried out at their own expense

d. That there should be a series of interrelated validity studies designed to provide evidence on how well the scores agree with other data considered to be relevant to the student's language ability. In this work, the participating institutions would be those which agree to cooperate fully.

VIII. Probable Ability of the Graduate Schools Represented to Participate in the Experimental Use of the New Tests

Although no commitments could be made at the Conference, an informal expression of opinion by each participant indicated that at least sixteen of the eighteen graduate schools represented would wish to participate in the initial experimental use of the new tests. The degree to which these graduate schools would be able to participate appeared to depend upon a number of considerations, most important of which were: (a) the times and number of administrations of the new tests in the course of a year; (b) opportunity to administer the new tests as part of the requirements of a graduate reading course; (c) development of mechanisms whereby the new tests could be adequately evaluated in relation to existing testing procedures.

It seemed clear that three categories of possible participation could be anticipated: (a) use of the new tests in comparison with existing tests in regular graduate language courses; (b) use of the new tests in comparison with existing tests at one or more regular administrations for graduate students not enrolled in formal language courses; (c) immediate use of the new test in substitution for existing procedures without direct comparative evaluation.

It was agreed that local administration of the tests at each graduate school, using the "Institutional Testing" procedures of ETS, would provide sufficient latitude in dates of administration, and opportunity for local scoring prior to transmission of the test papers to ETS, so that both the necessities of the individual graduate school and those of the experiment could be provided for. Although no set maximum number of participant institutions in the experiment was agreed upon, it seemed probable that the number might desirably held to a maximum of ten to twelve, and that the Committee on Testing should select graduate schools of different kinds, most of which would be in a position to provide data comparing graduate student performance on new and existing tests of different kinds.

IX. Plans for Development of a Proposal to Implement Phases II and III

There was complete agreement by the Conference that a proposal to implement the development of the tests (Phase II) and their experimental use (Phase III) should be prepared by the AGS Committee on Testing and submitted to the Office of Education as soon as possible. Accordingly, on April 29, the Committee on Testing discussed the steps to be taken, after having consulted at length with Drs. Solomon and Schrader of ETS and Dr. Alatis of the Office of Education. The following points were agreed upon: (a) Phases II and III should be carried forward under the same sponsorship as Phase I -- namely by Cornell University with the cooperation of the Association of Graduate Schools; (b) in the preparation of the proposal, it was anticipated that approval will be forthcoming during the summer of 1961, that the test development work will start in the fall of 1961 and that the subsidized experimental use will have its end in the fall of 1963. On these assumptions, the calendar for the two-year period would have the following appearance:

October 1961 -- First meetings of Test Development Committees for planning tests and initiating test construction

January 1962 -- Second meetings of these Committees to review and approve pretests

April and May 1962 -- Pretesting administrations

Summer of 1962 -- Item Analysis of pretests

October 1962 -- Final tests assembled by Test Development Committees

February to May 1963 -- Experimental administrations of tests

Summer to Fall 1963 -- Completion of normative data and special validity studies

In the meantime, the administration of tests on a self-supporting basis could be planned for Fall 1963.

It was agreed that immediately after the final report on the Conference has been completed and sent to the Office of Education and the AGS Deans, a proposal for Phase II and Phase III will be prepared which complies with the various recommendations of the Conference. This will be prepared by Dean Boynton in cooperation with Dr. Solomon of ETS and will be given to the AGS Committee on Testing for criticism and suggestions.

If possible, the final draft will be submitted to the Office of Education by June 15, 1961.

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Appendix A

CONFERENCE ON FOREIGN LANGUAGE TESTS FOR GRADUATE STUDENTS

Princeton, New Jersey — April 27-29, 1961

REPRESENTING THE GRADUATE SCHOOLS:

*John W. Ashton	Dean of the Graduate School Indiana University
Paul Bowerman	Professor, Department of Modern Languages California Institute of Technology
Francis E. Bowman	Assistant Dean, Graduate School of Arts & Sciences Duke University
*Damon Boynton	Dean of the Graduate School Cornell University
Allan M. Cartter	Dean, Graduate School of Arts & Sciences Duke University
James E. Deese	Professor, Department of Psychology Johns Hopkins University
*G. Heberton Evans, Jr.	Dean, The Graduate Faculty of Philosophy Johns Hopkins University
James Gaskin	Assistant Dean, Graduate School University of North Carolina
Edmund King	Professor, Department of Romance Languages Princeton University
Clifford S. Leonard, Jr.	Professor, Division of General Linguistics Cornell University
Leta J. Lewis	Professor, Department of Germanic Languages & Literatures; Doctoral Foreign Language Examiner University of Michigan
Panos P. Morphos	Professor and University Chairman, Department of French & Italian Tulane University
Edward Najam	Professor, Department of French Indiana University
Francis J. Nock	Professor, Department of German University of Illinois
Victor A. Oswald, Jr.	Chairman, Department of Germanic Languages & Literatures University of California at Los Angeles
J. B. Page	Dean of the Graduate College Iowa State University
Sol Saporta	Professor, Department of Romance Languages University of Washington

* AGS Committee on Testing

H. K. Schilling	Dean of the Graduate School Pennsylvania State University
*S. D. S. Spragg	Dean, University Council on Graduate Studies University of Rochester
George P. Springer	Director of Admissions to the Graduate School Yale University
Wilmarth H. Starr	Chairman, Department of Romance & Slavic Languages & Literatures New York University
V. W. Topazio	Professor, Department of French University of Rochester
John C. Townsend	Professor, Department of Psychology & Psychiatry The Catholic University of America

REPRESENTING THE U.S. OFFICE OF EDUCATION:

James E. Alatis	Specialist for Language Research

REPRESENTING THE EDUCATIONAL TESTING SERVICE:

Henry Chauncey	President
Robert L. Ebel	Vice President for General Programs
Doris A. Lane	Administrative Assistant to Mr. Solomon
Gerald V. Lannholm	Director, Graduate Record Examinations
Rose M. Scheider	Professional Associate in Foreign Languages, Test Development Division
William B. Schrader	Director, Division of Statistical Analysis
Robert J. Solomon	Director, Test Development Division

* AGS Committee on Testing

Appendix B

ACS COMMITTEE ON GRADUATE LEVEL TESTING

(Extract of summary of meeting of January 5-6, 1961)

Foreign Language Tests for Graduate Students

Dean Boynton introduced the topic of discussion for the morning session, i.e., standardized tests in foreign languages for use in evaluating foreign language competence of doctoral candidates. Before presenting a draft proposal for discussion, he reviewed the previous stages in the development of the proposal. Conceding that the purposes to be served by the foreign language requirement for the doctoral candidates are not always agreed upon, he reported that many graduate schools require competence in one or more foreign languages. With the increase in the number of prospective candidates, the burden of examining them for such competence is becoming greater. The Language Board at Cornell is interested in experiments to appraise different methods and techniques for assessing foreign language competence. Should they continue to use the "translation" method, or should they try the reading comprehension approach? They are also interested in exploring the feasibility of developing standardized tests for wide-spread use.

In the spring of 1960, Dean Boynton, with the assistance of Mr. Solomon, drafted a proposal for a grant to finance a small experimental project to develop such tests. Presented to the Fund for the Advancement of Education for consideration, the proposal was not accepted. At the annual meeting of the ACS in San Francisco late in October, 1960, the Association expressed approval of the problem as one which would be appropriate for the Committee on Testing to explore further. At that time Boynton also received expressions of interest from the deans of some of the graduate schools represented at that meeting, including UCIA, U. of Washington, Iowa State U., and Duke. In November he described the general idea of the project to a member of Title VI staff of the NDEA and received the opinion that this project would be an appropriate one for consideration of a grant for experimentation. The idea was discussed in a conference with Mr. Lannholm and again at a joint conference of Boynton, Lannholm, and Solomon. It was decided to prepare a draft of a revised proposal and put it on the agenda for discussion by the ACS Committee on Testing at an early meeting.

Dean Boynton then presented the latest draft of the proposal for discussion. The proposal included three phases. The first was a conference of representatives from graduate schools to discuss and determine feasibility; the second phase concerned the development of the proposed tests; and the third phase dealt with an experimental tryout and statistical evaluation of the tests.

The preliminary discussion of the proposal elicited a number of general comments with background value. Dean Spragg confirmed the existence of differences in attitude toward the foreign language requirement and toward the purposes which

it should serve. He grouped these purposes into three broad categories: (1) cultural or general education values; (2) the promotion of international good will; and (3) a study tool for the scholar's work. Spragg urged that the most important criterion be ability to read scholarly material in the foreign language. He stressed that the test should be directed toward predicting such behavior (rather than ability to read a newspaper, for example).

Dean Evans reported that at Johns Hopkins there is no single or central testing board. The foreign language tests are given by the individual departments which attempt to test competence to read a scholarly journal in the candidate's major field of study. He reported that this requires a different test in each of a couple of dozen major fields. Dean Evans commented further that he doubted that a general standard of competence could be agreed upon. He indicated a preference for simply reporting scores on the tests to the graduate schools, leaving it up to each graduate school or department to establish its own standards after a period of experimentation. Evans thought that at first the test might be used at some institutions to determine whether or not the candidates were ready to take the local departmental examination. He felt that the proposed tests would save the faculty considerable work. He stated that he would very much like to see the project started and urged even more speed than the draft proposal seemed to suggest.

Dean Ashton stated that he was in general agreement with the attitudes and opinions expressed by the other members of the committee. He reported that at Indiana the foreign language examining is done by the individual departments and that those with large numbers of students felt this to be a considerable burden. With respect to standards, he felt that it might be desirable for the graduate school to establish a minimum and permit the departments to increase it as desired. He suggested that in view of its increasing importance, Russian might be added to the list of languages in which a test would be developed.

Members of the Committee agreed that it would be logical eventually to require competence in one or more foreign languages as an admissions requirement. The English Department at Indiana has just adopted a requirement of competence at admission in one approved foreign language.

The Committee appeared agreed upon the desirability of proceeding with an experiment of some nature in the area of examining for competency in foreign languages.

The discussion then turned to the nature of the tests and to such matters as the number of subject fields in which a test might be required. It was suggested that multiplying the number of tests by the number of subject fields would complicate and might contribute to the defeat of the purpose of the project. Would it be acceptable to have a test (in a particular foreign language) including materials sampled from several subject matter fields but yielding a single score? Dean Evans suggested an examination of two principal parts. One of these would measure general facility in the language; the other would deal with material in a particular major field. This would require a different test for each department.

Further discussion of this problem drew attention to a number of questions and principles. Mr. Chauncey pointed out that it is now possible to do a good and possibly a superior job of making objective foreign language tests. A crucial question to be answered is: What is the criterion for ability to read a foreign language in a scholarly work? Carefully obtained departmental ratings might be used as the criterion. Performance on a specially built objective test can be compared with those ratings. This approach could be used to determine whether or not a special test is needed in each different major field. In the experimental situation, various types of materials could be included. After experimental administrations of the tests, a number of statistical studies and comparisons could be made. The central purpose of the experiment would be to determine how parsimoniously the complete job of assessing the foreign language competence of graduate students can be done.

Several additional questions were then raised and several suggestions were offered for consideration. Standing in apparent conflict were the importance of comparability (in difficulty level, etc.) from field to field and the desire for different tests for each field. It was recognized that comparability might be difficult to obtain and to establish. One suggestion for assuring at least approximate comparability in difficulty was that in each field a journal article or other material be selected with "medium difficulty". It was also suggested that since students must be able to read materials in related fields as well as in their own specialization, perhaps it would be sufficient to develop tests in only a few broad areas. For example, the student in botany must read in chemistry, physics, etc. The English student must read in philosophy, history, etc. Another suggestion was that the testing program have three sections: one of these would measure general reading comprehension in the language; a second might offer a choice among natural sciences, humanities, and social science material; a third section might test technical vocabulary (this would require a different test for each department). It was also suggested that a "general" test might be used for preliminary screening with more technical material being used for the departmental "final". Other comments emphasized both the importance and probable difficulty of achieving comparability for students in all fields, particularly if different materials are used in the different fields.

The Committee being agreed that the proposed experiment was worth undertaking, the discussion turned to consideration of the procedures. One suggestion for the first phase was that ETS might prepare and circulate a statement to graduate schools. This statement might report that ETS was considering the development of tests in certain fields of such and such a nature in certain named languages, subject fields, etc. The inquiry would ask if departments would be willing to administer the tests for experimental purposes.

Mr. Chauncey said that ETS would usually prefer to have a group of graduate schools join in asking ETS to do something for them--in this instance it might be to assist in the proposed experiment.

It was then suggested that it might be advisable to seek a Foundation grant and proceed with the test development. The next step would be to permit the interested institutions to try out the tests for a few years to see how they want to use them.

With respect to the opinion that achievement tests would be needed in the various subject fields, it was suggested that perhaps it would be feasible to translate college freshman achievement tests into selected foreign languages. These tests could then be tried out on graduate students. The assumption was that the graduate students would know the subject matter; thus the tests would measure foreign language competency. It was suggested that it might be feasible to try a test in a few fields, e.g., economics, biology, physics, and ask the examining boards to comment upon their acceptability.

Mr. Chauncey stated that ETS is confident that effective objective tests to measure foreign language competency can be made. The problem seems to be that of getting the graduate schools and departments to use the tests. Probably the best way to accomplish this would be to get the departments involved in the developmental and experimental work. To obtain the best results in this complex task, it will be necessary to get the help and cooperation of interested graduate schools.

On the optimistic side, it was suggested that the resistance of faculties to such tests may be overestimated. Actually, it was asserted, most of the faculties are quite willing to accept any help they can get. It was also suggested that since the Committee on Testing had raised all of the issues that might be anticipated, perhaps the question of feasibility featured in Phase I of the draft proposal might be assumed answered affirmatively. If so, it might well be omitted from the revised proposal.

The purpose, nature, membership, and support of the planning conference were next considered. It was agreed that the chairman of the Committee on Testing should inform AGS members of the project under consideration and ask for expressions of interest. There seemed to be agreement on the desirability of limiting the conference to representatives from a relatively small number of institutions. It was also suggested that it might be a stronger indication of real interest in the project and of the need for the proposed tests if the conferees paid their own expenses, rather than seeking a grant to finance the conference. In any event, the Office of Education could be informed that the drafting and presentation of a proposal were anticipated.

At the beginning of the Friday morning session Dean Boynton presented a further revision of the draft proposal. The revisions were in line with suggestions made at the first session. After a brief discussion of the revisions and their implications, the Committee voted to approve the revised proposal. It was suggested that an explanatory letter should accompany the proposal to expand on certain points. The question of the financing of the planning conference and the place and time for it were to be discussed with the Director of the Title VI program of the NDEA. Mid-April was suggested as a preliminary target date. ETS would prepare cost estimates. It was suggested that the proposal and cost estimates provide for a test in Russian as well as in French and German. However, the cost estimates would show costs separately for different numbers of tests.

CONFERENCE ON FOREIGN LANGUAGE TESTS FOR GRADUATE STUDENTS

Questions for Discussion

1. Is there a defined level of competence in foreign languages for graduate school students to which a significant number of graduate schools subscribe?

2. Recognizing the need for some differences in practices among graduate schools, is it possible to establish consensus on the degree to which graduate students should be proficient in foreign languages?

3. Can such consensus be developed into a statement which could serve as a basis for the development of tests to measure the desired foreign language proficiency?

4. In which languages would the development and administration of the tests be useful and practical?

5. What should be the design of the foreign language proficiency tests? To what extent should an attempt be made to develop a single test for all graduate students? To what extent is there a need for tests in specialized fields?

6. To what extent would the tests need to recognize and make allowance for different practices among (and within?) the graduate schools in setting standards of foreign language proficiency?

7. Could any existing foreign language tests serve as proficiency tests for graduate students?

8. Assuming such tests were developed, what would be the most desirable arrangements for their nationwide administration and use?

9. Assuming such tests were developed, what kinds of interpretative data on test performance would be most useful to the graduate schools?

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Appendix D

FOREIGN LANGUAGE REQUIREMENTS FOR PH.D. CANDIDATES

Institution	French	German	Russian	Any Modern Foreign Lang.	Remarks
Adelphi College	x	x	x		Choice of 2
Akron, University of				2	
Alabama, University of				2	
Alaska, University of				2	
Alfred University				2	Fr., Ger. or Russ. recommended
Arizona, University of	x	x			Or approved substitute
Arkansas, University of	x	x			Approved substitute may be made for one of these.
Baylor University	x	x			Or approved substitute
Boston College				2	Usually Fr.and Ger.
Boston University				1	Fr. & Ger. in some departments
Brandeis University				2	Usually Fr. & Ger.
Brigham Young University	x	x		1	2 required; one must be Fr. or Ger.
Brooklyn, Polytechnic Institute of	x	x	x		Choice of one
Brown University				2	Usually Fr., Ger., or Russian
Bryn Mawr College				2	Usually Fr.and Ger.
Buffalo, University of				2	
California Institute of Technology				2	Usually Fr., Ger. or Russian
California, University of	x	x			Or approved substitutes
Carnegie Institute of Technology				2	Only 1 required in engineering and industrial admin.
Case Institute of Tech.		x	x	1	2 required; one must be Ger. or Russ.
Catholic Univ. of America	x	x			
Chicago, University of	x	x			Or approved substitute
Claremont College				2	Usually Fr. and Ger.
Clark University	x	x			Or approved substitute

Institution	French	German	Russian	Any Modern Foreign Lang.	Remarks
Clemson College				2	
Colorado State University				2	Usually Fr., Ger. or Russian
Colorado, University of				2	
Columbia University				2	Usually Fr. or Ger.
Connecticut, University of				2	Or approved substitute in related area
Cornell University	x	x	x		Choice of 2
Delaware, University of	x	x	x		Choice of 2
Denver, University of				1	2 required in some departments
Drew University	x	x			
Duke University	x	x			
Duquesne University	x	x			Russian may be substituted for chem. majors
Emory University				2	Usually Fr. or Ger.
Florida State University				2	Usually Fr., Ger. or Russian
Florida, University of	x	x	x	1	2 required; one must be Fr., Ger. or Russ.
Fordham University	x	x			Or approved substitute
George Peabody College				2	
George Washington Univ.				2	
Georgetown University				2	Usually Fr.and Ger.
Georgia Institute of Tech.				2	Usually Fr.and Ger.
Hahnemann Medical College				2	
Hartford Seminary Foundation	x	x			Or approved substitute
Harvard University				2	Vary with program selected
Hawaii, University of				2	
Hebrew Union College				2	Usually Fr. & Ger.
Houston, University of				2	
Howard University				2	Preferably Fr. & Ger.
Idaho, University of				2	Selected by committee
Illinois Institute of Tech.				2	
Illinois, University of	x	x	x		Choice of 2
Indiana University	x	x	x		Or approved substitutes
Iowa, State Univ. of				2	In most departments
Iowa State Univ. of Science and Technology				2	

Appendix D (continued)

Institution	French	German	Russian	Any Modern Foreign Lang.	Remarks
Jefferson Medical College	x	x			
Johns Hopkins University				2	
Kansas City, Univ. of				1	School of Education
Kansas City, Univ. of	x	x			School of Pharmacy
Kansas State Univ of Agriculture and Applied Science	x	x			Or approved substitutes
Kansas, University of	x	x	x		Choice of 2
Kentucky, University of				2	
Lehigh University				1	Chemical Engineering
Louisiana State Univ. & A. & M. College	x	x			
Louisville, University of				2	
Lowell Technological Institute		x		1	
Loyola University	x	x			Or approved substitutes
Maine, University of				2	
Marquette University	x	x			In most departments
Maryland, University of	x	x		1	2 required; one must be Fr. or Ger.
Massachusetts College of Pharmacy	x	x			
Massachusetts, University of				2	
Medical Evangelists, College of				1	
Miami, University of	x	x	x		Choice of 2
Michigan State University				2	Or one and approved substitute
Michigan, University of	x	x			Or approved substitutes
Middlebury College				2	
Minnesota, University of				2	
Mississippi Southern College	x	x			
Mississippi State Univ. of Agriculture & Applied Science				2	Usually Fr. & Ger.
Mississippi, University of				2	Usually Fr. & Ger.
Missouri, University of	x	x			Spanish may be substituted for French
Montana State College				2	Usually Fr., Ger. or Russian
Montana State University				2	
Nebraska, University of				2	Usually Fr. and Ger.
New Hampshire, Univ. of	x	x	x		Choice of 2

Institution	French	German	Russian	Any Modern Foreign Lang.	Remarks
New Mexico Highlands U.	x	x	x		Choice of 2
New Mexico State Univ.				2	
New Mexico, University of				2	
New School for Social Research				2	
New York, State Univ. of				2	
New York University				2	Usually Fr. & Ger.
North Carolina College at Durham				2	Usually Fr. & Ger.
North Carolina State College				2	
North Carolina, Univ. of				2	
North Dakota Agricultural College				2	
North Dakota, Univ. of	x	x			Or approved substitute for one
North Texas State College	x	x			
Northwestern University				1	Others required in many departments
Notre Dame, University of	x	x			Or approved substitutes
Occidental College				2	
Ohio State University				2	
Ohio University				2	Usually Fr., Ger. or Russian
Oklahoma State Univ. of Agriculture & Applied Science				2	
Oklahoma, University of	x	x		1	2 required; one must be Fr. or Ger.
Oregon State College	x	x			Or approved substitute for French
Oregon, University of				2	
Paper Chemistry, The Institute		x			
Pennsylvania State Univ.				2	Usually Fr. & Ger.
Pennsylvania, Univ. of				2	
Philadelphia College of Pharmacy & Science	x	x			French may be substituted sometimes
Pittsburgh, University of				1	
Portland, University of	x	x	x		Choice of 2
Princeton University				2	Usually Fr. & Ger.
Purdue University	x	x	x		Choice of 2

Appendix D (continued)

Institution	French	German	Russian	Any Modern Foreign Lang.	Remarks
Radcliffe College				2	Vary with program selected
Redlands, University of				2	
Rensselaer Polytechnic Institute	x	x	x		Choice of 1; 2 required in some departments
Rhode Island, Univ. of				2	
Rice University	x	x			Or approved substitutes
Rochester, Univ. of				1	Most departments require 2
Rutgers-The State Univ.				2	
St. Bonaventure Univ.				2	Only in some depts.
St. John's University	x	x			Or approved substitutes
St. Louis University	x	x	x		Choice of 2
St. Mary's College	x	x			One of these recommended
Smith College				1	
South Carolina, Medical College of				2	Usually Fr. & Ger.
South Carolina, Univ. of	x	x			Or one approved substitute.
South Dakota State College of Agriculture & Mechanic Arts				2	
South Dakota, State Univ. of				2	Usually Fr. & Ger.
Southern California, Univ. of				2	Usually Fr., Ger. or Russian
Southern Illinois Univ.				2	
Southern Methodist Univ.				1	
Stanford University				1	
Stevens Institute of Tech.		x		1	
Syracuse University				2	In most departments
Temple University				2	
Tennessee, University of				2	
Texas, A. & M. College of	x	x			Or approved substitutes
Texas Technological College				2	
Texas, University of				2	
Texas Woman's University				2	
Toledo, University of				2	
Tufts University				2	
Tulane University				2	Usually Fr. & Ger.

Institution	French	German	Russian	Any Modern Foreign Lang.	Remarks
Union College & Univ.				2	
Union Theological Seminary	x	x			
Utah Univ. of Agriculture and Applied Science				1	Second lang. optional with department
Utah, University of	x	x			Or approved substitutes
Vanderbilt University	x	x			Or approved substitutes
Vermont, University of		x		1	
Virginia, Medical College	x	x			Or approved substitutes
Virginia Polytechnic Inst.				2	
Virginia, University of	x	x			
Washington State Univ.				2	Usually Fr., Ger. or Russian
Washington University				2	
Washington, University of				2	
Wayne State University				2	
West Virginia University				2	Usually Fr. & Ger.
Western Reserve University				2	Usually Fr. & Ger.
Wisconsin, University of	x	x			Or approved substitutes
Worcester Polytechnic Inst.				2	
Wyoming, University of	x	x			Or approved substitutes
Yale University	x	x			
Yeshiva University	x	x			Or approved substitutes

SUMMARY

Of the 174 colleges and universities in the United States offering the Ph.D. degree, 167 require a reading knowledge of at least one foreign language for admission to the Ph.D. program. Of these, all but six require proficiency in two foreign languages in most departments.

A summary of the requirements is as follows:

Requirement	Number of Institutions
French required	15
German required	21
Either French or German required	9
French, German or Russian - choice of 2	14
French and German or approved substitutes	21
French and German recommended	31
Any modern foreign languages	71

Note: The information presented on these sheets was obtained from the Second Edition of A Guide to Graduate Study published by the American Council on Education in the fall of 1960. Furnished for general interest only, this information is not to be considered an official statement of any of these institutions.

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CONFERENCE ON FOREIGN LANGUAGE TESTS FOR GRADUATE STUDENTS

Information from Questionnaires

Eleven questionnaires on Methods for Examination of Graduate Students in Foreign Language Reading Proficiency were received as of April 21, 1961, and from them the following information has been compiled. Graduate schools completing questionnaires were: University of California at Los Angeles, California Institute of Technology, Duke University, University of Illinois, Indiana University, Johns Hopkins University, University of Michigan, University of North Carolina, Pennsylvania State University, Tulane University, and Yale University.

Type of examinations:

All eleven graduate schools use written examinations requiring translation. In addition, DUKE has some oral and some objective examinations. PENN STATE also utilizes oral examinations, and YALE sometimes gives "quickie" orals.

Length and level of difficulty of the examinations:

UCLA and PENN STATE both have a preliminary screening test, UCLA's written and PENN STATE's oral. MICHIGAN also has a preliminary screening test, based on its own revisions of the Cooperative French and German tests. These screening tests are designed to prevent unprepared candidates from taking the regular reading proficiency tests. DUKE uses the Cooperative French test at the first registration, but all tests after that are oral.

Test requirements vary greatly among graduate schools and sometimes even within schools. At YALE, where each department gives its own tests, the examinations range in length from 15 minutes to 3 hours per language and are in no way constant in either nature or difficulty. The majority of graduate schools require written translation of one or more passages, usually relevant to the student's major field. Some permit the use of dictionaries, some do not, and the length of the passages differs widely.

UCLA, following the preliminary screening test, gives two further written tests: one, without dictionary, of a passage from at least 50 pages of material on which the student is prepared; the other, with dictionary, of a passage from at least 1,000 pages recommended by the student's major department. CAL TECH offers its students a choice between a 3-hour examination consisting of the translation, without dictionary, of a 500 to 750-word passage of some difficulty, in the student's field of study, and a translation project entailing the translation, with dictionary, of 60 to 100 pages of a hitherto untranslated text or series of articles. The UNIVERSITY OF ILLINOIS gives a 3-hour test -- the translation, with dictionary, of two passages of 300 words each, one general, one specific, taken from the student's field. This test must be taken in two of three languages (French, German, Russian). Another language may be substituted on petition. The passages are of the difficulty found in using the language as a research tool. INDIANA UNIVERSITY uses a test of 50 to 55 lines, mimeographed, with the level of difficulty at the end of the second year of a college foreign language, or higher.

JOHNS HOPKINS' tests are made individually by a faculty member in the student's field of study and usually call for a written translation of a passage of medium difficulty from a journal article. The tests require an hour, with dictionary use permitted, and quite often a student may be asked afterward to discuss orally the main points in the passage.

At the UNIVERSITY OF MICHIGAN a student is expected to translate 500 words in 1½ hours, with dictionary. The passages are taken from two books chosen by the student, in his own field, and totaling no less than 500 pages. Professor Lewis has developed her own system of securing an objective score to determine pass-fail. The UNIVERSITY OF NORTH CAROLINA gives a 2-hour test, with the required proficiency at the level of one or two courses beyond the intermediate. PENN STATE follows its preliminary screening test with a 1-hour written examination for the survivors. TULANE's examination consists of a passage of the length of one page of the average scholarly journal and on the level of scholarly or scientific material used in the graduate studies in the student's field. YALE's examinations, as noted above, are individual affairs, made and administered in accordance with each department's wishes.

Selection and preparation of test materials:

Test materials are selected and prepared in various ways by the different graduate schools. In several cases the student's major department works in cooperation with either the Graduate Examiner or the Modern Language departments in preparing suitable material. In other cases the Modern Language departments work alone; in others the faculties in the subject fields have sole responsibility, and at the UNIVERSITY OF MICHIGAN the Graduate School Examiner selects the material from that chosen by the student.

At UCLA the Graduate School Examiner selects the material from an extensive list supplied by the faculties of the subject matter departments. CAL TECH's Modern Language departments choose the test material, and the questionnaire states that no subject-matter department has ever indicated a desire to make the selection. At DUKE the Modern Language departments consult with the student's major department and then prepare the oral tests. The subject-matter departments at ILLINOIS supply the Modern Language departments with the material to be administered. The language departments do the testing and retain photostat copies of the passages.

INDIANA's Graduate School Examiners, each a member of a foreign language department, prepare the test materials from books and/or periodicals chosen by the student's major department. At JOHNS HOPKINS, as noted above, selection of test material is made by a faculty member in the student's subject-matter department. Two passages, one general, one specific, in the student's field of interest, are chosen by the Modern Language departments at NORTH CAROLINA. At PENN STATE the Modern Language department involved chooses one of five articles selected by the student's major department. TULANE's system requires the student to give the examiner of the language department involved two books or journals (minimum 150 to 200 pages each), previously approved by his subject-matter department. The examiner chooses one of the two, and assigns the equivalent of a page to be translated in an hour's time, with dictionary. At YALE, the Chairman of each department appoints, from the department, a Director of Graduate Studies who, with or without the Chairman, appoints a department examiner. The examiner, finally, is the one who makes the test.

Determination of pass or fail:

Of the eleven graduate schools represented by the questionnaires, five leave the decision of pass or fail to the Modern Language departments. These are CAL TECH, DUKE, NORTH CAROLINA, PENN STATE, AND TULANE. At two graduate schools, JOHNS HOPKINS and YALE, the decision is made by the faculties in the fields of

study. At the other four, UCLA, ILLINOIS, INDIANA, and MICHIGAN, the Graduate Examiners determine pass or fail. However, at UCLA the decision is subject to review by a Committee of the Graduate Council, and at ILLINOIS there is an examiner in each language department who deals only with the tests in that particular language. DUKE notes that the Modern Language departments and the Testing Bureau have agreed on a cutting score on the objective tests.

Procedure of test administration:

All the graduate schools except JOHNS HOPKINS administer their foreign language tests at specific times, but they can be classed, in a way, as being given by individual request, since the students can choose at which administration to take the tests. However, at UCLA, the preliminary screening test is the only one given at specific times. The reading examinations are set by individual request. NORTH CAROLINA will give examinations at special request, on payment of a $5 fee, provided that it is not within 30 days of a regular administration. At YALE, the tests may be given at individual request, if this is agreeable to the department. Also at YALE, an individual test is sometimes given prior to consent to readmission, especially in the case of the "5th term rule" (no registration for a 5th term of graduate study unless the student has passed his examinations in two foreign languages).

The times and number of administrations vary greatly, of course, with the graduate schools. A brief listing follows:

UCLA	Screening test only. Twice per semester.
CAL TECH	Three times a year -- November, February, and May. Students register up to a week ahead.
DUKE	Specified times (number and approximate dates not listed on questionnaire). Students submit request to take test about 10 days before administration.
ILLINOIS	Five specified times during the year for French and German. Russian administration is scheduled when a few requests have been received.
INDIANA	Four times a year. Dates set by the Graduate School.
MICHIGAN	Two afternoons each week. The Examiner chooses passages for each student from books submitted by him on the morning of the administration.
NORTH CAROLINA	Once each semester; once in each of the summer terms.
PENN STATE	Once during each of the four terms.
TULANE	Three times a year -- twice during the regular academic year, once during the summer term.
YALE	Usually at the beginning of each term.

General remarks:

UCLA	"The examinations in foreign language are conducted by an examiner under the supervision of a committee of the Graduate Council. Each examination will be in writing and will consist of three parts: (1) a preliminary screening examination to determine whether the student is reasonably prepared; (2) a translation,

without the aid of a dictionary, of a passage selected from at least 50 pages of material which the student has prepared and which he has chosen with the approval of his adviser; (3) a translation, with the aid of a dictionary, of a passage selected from at least 1,000 pages recommended by the department of the student's major. The reading examinations are graded on the basis of both quantity and quality, their purpose being to demonstrate the student's ability to read, with reasonable accuracy and speed, material which properly falls within his field of interest.

"The screening examinations will be given twice each semester, on the dates announced in the calendar and applications for these examinations must be filed by the date announced in the calendar....Since the application for a foreign language screening test is for a specific language and a specific date, a separate form must be filed for each language examination which a student wishes to take. The reading examinations may be taken thereafter, by appointment with the examiner, by those who pass the screening test.

"A student may be excused from taking the foreign language screening examination provided he has:

1. Completed the 1G (Graduate Reading) course in a foreign language and is recommended by the instructor as having done satisfactory work. Lists of satisfactory students will be sent to the Graduate Division by the instructors in charge of the 1G courses. It will not be necessary for students to petition.

2. Completed two years of the language at the college level in the four-year period just prior to the petition with grades of C or better. Each student must petition and in his request must state the number, title, unit, value, grade, institution, and date taken for each language course completed.

3. Presented, by petition, convincing evidence that he has in some other way acquired a substantial knowledge of the language.

"Any student whose native language is not English may offer English as a foreign language provided the substitution is approved by the department of the student's major and provided further that the department certifies to the Dean of the Graduate Division that the student has a good command of written and spoken English."

CAL TECH

A student is listed as passing is his translation shows a satisfactory knowledge of the fundamentals of the language, basic vocabulary, and specific scientific vocabulary. In borderline cases, a knowledge of structure is considered more important than vocabulary.

"In any of the three acceptable languages (French, German, and Russian), the requirement may be satisfied by a translation project, which consists of the translation, with the aid of a

dictionary, of from 60 to 100 pages of a hitherto untranslated text (or the equivalent wordage in a series of articles), the material preferably directly connected with the student's research. The completed and typed translation is submitted in acceptable manuscript form, is expected to be accurate, and can then be made available to others. A good knowledge of the fundamentals of the language is necessary to obtain permission to undertake the project.

"This alternative to the written examination, which we recommend to qualified students, is made possible by the fact that the Institute operates on an honor system which we believe to be effective (no quizzes or final examinations, at either undergraduate or graduate level, are ever proctored)."

DUKE — Our oral tests are reasonably acceptable, but call for translation only. The present objective test is most unsatisfactory.

ILLINOIS — Forty-seven out of the fifty divisions and departments at ILLINOIS accept a passing grade in the language reading course (A or B grade) as fulfillment of the language requirements.

INDIANA — See attached material

JOHNS HOPKINS — Graduate students at Hopkins are not required to pass any language tests before beginning graduate work.

MICHIGAN — See attached material

NORTH CAROLINA — Candidates for M.A. and M.S. degrees may read in any modern foreign language. Doctoral students may read in any two modern foreign languages recommended by their major departments. German, French, Spanish, and Russian are the most usual languages.

PENN STATE — "We like our system, though a less time-consuming one would be desirable."

TULANE — "The underlying idea of these tests is illustrated by the following statement found in the Bulletin of the Tulane Graduate School (pp. 34-35 of the year 1961-62):

'These (two foreign) languages are thought of as instruments of research and as a means of affording continuing access to the materials and literature of foreign cultures.'"

"The students are expected to be able to recognize the forms of the parts of speech, especially of the verbs, the structure patterns of the language, the so-called idiomatic expressions, and to render accurately the

meaning of every particular notion expressed in the passage. The command of vocabulary must be such that the student will have to consult the dictionary only occasionally.

"The students are encouraged to prepare for the test by trying to translate from the books they present at the examination. We consider that in the process of these attempts, they will become aware of their deficiencies and they will try to overcome them by reviewing the points of grammar and syntax presenting difficulties. To facilitate the students' efforts in gaining proficiency, we are reinstituting special courses for graduate students. A semester course in German is being given at present. For next year we are scheduling a year course in German and a year course in French, organized to meet the special needs of the graduate students."

Prospective candidates for the doctorate must satisfy the requirements of reading knowledge of two languages during the first two years of graduate study, preferably the first year.

YALE

See attached material.

When a student passes or fails, the Director of Graduate Studies or the examiner makes out a standard slip, noting the result. This goes to the Graduate School registrar for transfer to the student's grade card. The slip becomes part of the student's dossier.

INDIANA UNIVERSITY GRADUATE SCHOOL
FOREIGN LANGUAGE EXAMINATIONS FOR ADVANCED DEGREES

Beginning in September, 1960, all foreign language proficiency examinations in French, German, Russian, and Spanish will be given on a sight unseen basis. No texts need be approved for advance preparation.

The mimeographed material will be selected from literature in the student's field, from titles previously approved by the individual department or school, and the language department concerned, or from material of comparable difficulty taken from current periodicals in some areas.

The examination will last one and one-half hours.

The student is urged to practice translation by using books suggested on the reading list in his major department.

A dictionary may be used for the entire examination. Students are urged to select a dictionary that is adequate -- pocket size dictionaries are not recommended. Skill and speed in the use of a dictionary are important.

The student should present a translation in acceptable idiomatic English without departing unnecessarily and too far from the foreign language text. When in doubt, the idea should be conveyed.

Students must register for the examination with the secretary in the office of the foreign language department. No student may register after the tenth day preceding the scheduled date of the examination. The student need not see the graduate examiner before the examination unless he wishes.

No student will be admitted to the examination room without first showing his student identification card to the proctor or examiner. Students not in residence on the Bloomington campus or who do not have a permanent identification card with photograph should see the graduate examiner concerned in advance.

The dates scheduled by the Graduate School for these examinations are as follows:

FRENCH: Friday before the last Saturday in September at 7:30 p.m.; second Saturday in November at 10 a.m.; Friday before the second Saturday in February at 7:30 p.m.; last Saturday in June at 10 a.m.

GERMAN: Last Saturday in September at 10 a.m.; third Saturday in November at 10 a.m.; third Saturday in February at 10 a.m.; second Saturday in July at 10 a.m.

RUSSIAN: Thursday before the last Saturday in September at 7:30 p.m.; Friday before the third Saturday in November at 7:30 p.m.; second Saturday in February at 10 a.m.; Friday before the last Saturday in June at 7:30 p.m.

SPANISH: Third Saturday in September at 10 a.m.; first Saturday in November at 10 a.m.; First Saturday in February at 10 a.m.; third Saturday in June at 10 a.m.

The student should plan his program so as to sit for the foreign language examinations as early as possible in his graduate school career, if feasible, during his first semester in Bloomington. Examinations in absentia are not ordinarily permitted, and in no case for a student who has not previously sat for the examination while in residence at Bloomington.

As before, a student may demonstrate his proficiency, if he prefers, by earning a grade of B or higher in both semesters of the foreign language courses offered for graduate students (F491-492; G491-492; S491-492; R481-482.)

The Graduate Examiners are as follows:

French.....Dr. Edward W. Najam.....Kirkwood 104

German.....Mr. James F. Poag.....Ballantine 602

Russian.....Dr. Felix J. Oinas.....Ballantine 557

Spanish.....Dr. Glenn D. Willbern.....Ballantine 651

Students who have the approval of the Dean of the Graduate School to present English as a foreign language should see Dr. James M. Cox, Ballantine 459.

The English Proficiency Examination for those students will be given only on the following dates:

ENGLISH: Friday before the last Saturday in September at 10 a.m.; second Saturday in January at 10 a.m.; first Saturday in May at 10 a.m.; second Saturday in July at 10 a.m.

NOTE: A three-time limit is imposed, after which a student is advised to enroll in one of the courses described at the top of this page.

FOREIGN LANGUAGE EXAMINATIONS FOR THE DOCTORATE

GRADUATE SCREENING EXAMINATIONS IN FRENCH AND GERMAN

All students planning to take the Graduate Reading Examinations in French or German for the doctorate must first pass a screening examination in the language involved. This screening examination will be given four times during each regular semester and twice during the summer session. The times and places for the examination will be published in the Michigan Daily and posted on the bulletin board outside the office of the Foreign Language Examiner, 3028 Rackham Building. It is not necessary to sign up ahead of time to take the screening examinations. Those who do not write a satisfactory screening examination may attempt it again in two months but not in one month except during the summer session. It can not be given to individuals at times or places other than those officially announced.

The screening examination is an objective examination (multiple choice, etc.), which will test skills and knowledge, including vocabulary and the analysis of sentence structure, which are involved in reading. If you wish to review for the French examination, you will do well to study any beginning French text or Edward M. Stack's Reading French in the Arts and Sciences or Moore and Meiden's Onze Contes or any combination of these. If you wish to review for the German examination and at the same time have studied a beginning German text, Bergethon's Grammar for Reading German and Morgan and Strothmann's Shorter German Reading Grammar are recommended.

A grade of "P" or better in French 11 or German 11 or admission to German 12 will be considered equivalent to passing the screening examination in French or German and will exempt a student from taking the screening examination.

A passing score in the screening examination or in German 11 or French 11 does not in any way guarantee a passing score in the final reading examination.

FINAL GRADUATE READING EXAMINATIONS

1. Select two books of average difficulty and totaling at least 500 pages in the foreign language in which you wish to be examined. These books should be chosen with the help of the professor best acquainted with your area of specialization. As soon as the books have been selected, they should be presented to the Foreign Language Examiner for approval. Study these books. Read at least 100 pages in them.

2. At least a week before you are ready to take the reading examination make an appointment with the Foreign Language Examiner 3028 Rackham Building. Note that each semester there is a date after which it will be impossible for the Foreign Language Examiner to examine you. This date will be published in the Michigan Daily and posted on the bulletin board outside 3028 Rackham Building. The books from which the examination is to be taken must be left at the check desk in the lobby of the Rackham Building before 9:30 a.m. of the day on which you are to take the examination.

3. To the examination, bring a blue book and a pen. On the blue book, write your full name, the correct name of your major department, the name of the language in which you are being examined, and the date. You are permitted to bring your dictionary, but no grammars or word lists. You will be asked to present your identification card at the time of the examination.

4. While writing the examination, remember that you are primarily concerned with giving clear evidence of the fact that you accurately understand the material to be translated and try to make your translation approximate as closely as possible the exact meaning of your text. If you do not know the meaning of a word or an idiom, do not guess. Look it up in the dictionary.

5. Five calendar days after the examination you may get your books at the Information Desk in the Graduate School office on the first floor of the Rackham Building and return them to the library. The Graduate School is open from 8 to 12 and 1 to 4 Monday through Friday, and 8 to 12 on Saturday. With the books there will be a notice of the results of the examination. If you wish, you may see your examination paper in the office of the Foreign Language Examiner.

6. Students who do not pass one of the final doctoral reading examinations must wait at least six weeks before attempting it again.

Description of the Final Examinations

The examination in French will last an hour and twenty minutes, and the examination in German an hour and a half. You will be asked to translate 500 words usually approximately 250 from each book, in this time. Errors totaling six points will be permitted. Small mistakes, such as an error in the translation of a less important word or expression, will result in the deduction of a third of a point. Larger mistakes, involving, for instance the incorrect translation of an idiom or an error in verb tense, will result in the deduction of half of a point. An entire point will be substracted only if a fairly lengthy clause is translated erroneously.

Preparation

Students who have had no courses in the foreign language involved may find it easiest and most certain to enroll in the graduate reading courses (French 11 and French 12, German 11 and German 12, etc.). For students who have had no previous experience with the language, to rely solely upon tutoring is unwise except in unusual cases. Tutoring, however, can be particularly effective when the student very nearly has a reading knowledge of the language but needs to have someone check his work. The Foreign Language Examiner does not recommend individual tutors. The secretaries of the foreign language departments on campus can suggest capable tutors.

SUBSTITUTIONS AND TRANSFERENCES OF CREDIT

1. Credit for examinations taken elsewhere: If you have recently taken a doctoral foreign language reading examination at some other school, it is possible that you may be given credit for it at this university. For

further information regarding this possibility, apply to the Graduate School, first floor of the Rackham Building rather than to the Foreign Language Examiner, who does not have the authority to give credit for examinations taken elsewhere. If your transcript from the institution where you took the examination does not indicate that you passed the doctoral foreign language reading examination, it will be necessary to procure from the office of the Dean of the Graduate School where you took the examination an official letter to the effect that you passed the examination.

2. Foreign Students: Credit for English: Any foreign student planning to return to his native country after receiving the doctorate may apply for the substitution of English for French or German by writing to Dean Sawyer, Horace H. Rackham School of Graduate Studies, 1006 Rackham Building, a letter signed by himself and endorsed by the chairman of his doctoral committee or by the chairman of his major department, if he has no doctoral committee.

3. French 12 and German 12: Those students who have received a grade of "B" or better in French 12 or German 12 will be credited with having met the doctoral foreign language reading requirement in that language and will not have to take the doctoral foreign language reading examination in it.

4. Substitutions for German and French: If you wish to take the examination in a language other than French or German, you should consult your adviser about substitute languages approved for your department. In a few cases Russian has been approved as an alternate language. In all other cases you must write a letter requesting substitution of the desired language to Dean Sawyer. This letter must be endorsed by the chairman of your doctoral committee, if you have one, or by the chairman of your major department, if you have no doctoral committee.

If you wish to substitute a program of study for French or German, consult the head of your major department.

EXEMPTIONS FOR FOREIGN LANGUAGE MAJORS AND NATIVE SPEAKERS

1. Students who have passed a graduate course in literature in a foreign language will be exempted from taking the doctoral reading examination in that language upon presenting the Foreign Language Examiner a transcript indicating the courses involved.

2. Students working for the doctorate in a foreign literature may be exempted from the doctoral reading examinations in the language of that literature; students in Romance Linguistics may be exempted in French, and students in Germanic Linguistics may be exempted in German. The fact that such students have met the doctoral reading requirement in the language involved will automatically be recorded by the Recorder of the Graduate School.

3. Teaching Fellows will be exempted from the doctoral reading examination in the language they teach if they will present the Foreign Language Examiner a note from their supervisor or departmental chairman verifying the fact that they are teaching the language specified.

4. Spanish majors who have studied French for two years in college may be exempted from the doctoral reading examination in French upon presenting the Foreign Language Examiner with a transcript giving evidence of this.

5. Native speakers of French or German who have left their native country within the last six years may be exempted from the doctoral reading examinations in these languages upon presenting the Foreign Language Examiner with legal evidence as to the date of their leaving their home countries.

YALE UNIVERSITY
GRADUATE SCHOOL

General Language Requirements

For the Ph.D. Degree

The Graduate School requires a reading knowledge of French and German, but in particular cases, on recommendation of the department and with the approval of the Dean, *one* of the required languages may be replaced by another.

For the Master's Degree

A reading knowledge of French *or* German is required.

Administrative Regulations

If the student is not prepared to pass these examinations at entrance, he must satisfy the Dean that he is taking the necessary steps to do so promptly by a proper explanation in question 9 of his Admission Application.

Every student admitted for work toward the Ph.D. degree who enters the School without claiming advanced standing shall not be eligible for a full program of graduate courses if he shows such deficiency in the language as to make it appear unlikely that he will be able to pass the test during his first term of residence; and shall take the other required language examination, with the same restriction in case of failure, at or before the beginning of his *third* term of residence.

Ph.D. students planning to seek advanced standing, i.e. credit for graduate work done elsewhere, will normally be examined in French and German upon entrance. No student shall be admitted to a *fifth* term of graduate study, taking into account work done at Yale and work done elsewhere for which advanced standing is claimed, until he has met all requirements in foreign languages.

Students admitted for work toward the Master's degree shall be examined in one of the required languages on entrance. A student who fails to pass the language examination before the end of his first term of residence cannot qualify for the Master's degree in one year.

Foreign Students

Foreign students whose native language is not English must satisfy the Dean of their competency in English, aside from meeting the General Language Requirements, before being admitted to degree candidacy.

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Appendix E

ADDENDUM

Four more questionnaires were received after the deadline date. They were from the Catholic University of America, Iowa State University, Massachusetts Institute of Technology, and the University of Washington. The information from these questionnaires is summarized below:

Type of examinations; length and level of difficulty:

THE CATHOLIC UNIVERSITY uses an objective test, the CEEB Placement Test, one hour in length. THE UNIVERSITY OF WASHINGTON has an objective test for German, but a one-and-a-half-hour translation examination for the Romance Languages. IOWA STATE UNIVERSITY and the MASSACHUSETTS INSTITUTE OF TECHNOLOGY both employ translation exclusively: IOWA STATE requires the translation to be of normal technical difficulty, 30 lines in one-half hour for French and Spanish, 20 lines in one-half hour for German and Russian. MIT requires that 750 to 800 lines from current hournals in a student's field be translated into English in two hours, without grammar or dictionary.

Selection and preparation of test materials:

CATHOLIC UNIVERSITY simply uses the Board Placement Test; at IOWA STATE the student selects a book for checking by the Graduate School examiner; at MIT and WASHINGTON the Modern Language Departments handle selection of the passages. However, at WASHINGTON the content is general and the use of a dictionary is permitted the Romance Language examinees.

Determination of pass or fail:

Pass or fail is determined at CATHOLIC UNIVERSITY by a central board (cutoff score is 400), the Modern Language departments make the decision at MIT and WASHINGTON, but the Graduate Examiner is responsible at IOWA STATE.

Procedure of test administration:

CATHOLIC UNIVERSITY and MIT administer the tests at specific times, with some exceptions for special administrations. IOWA STATE gives the examinations individually on request, the UNIVERSITY OF WASHINGTON at specific times only.

Times and number of administrations:

CATHOLIC UNIVERSITY	Three times a year, approximately 18 October, February, and July. Some exceptions allowed for special administrations.
IOWA STATE UNIVERSITY	At individual request. Student has choice of translating in written form or orally.
MIT	All candidates assemble on a Saturday morning or afternoon, each picks up the test bearing his name, and writes for two hours. Language department personnel act as proctors.
UNIVERSITY OF WASHINGTON	Student registers through the Graduate School and pays a $1 fee. Examinations are given the second week of every quarter.

General remarks:

CATHOLIC UNIVERSITY	Tests may be taken by the student as many times as are required for him to pass. Failures are not recorded. Tests are scored and evaluated by the Secretary General's office.
IOWA STATE UNIVERSITY	"I do not like it. The examination is too easy; too many of the candidates are personal friends of mine."

MIT and the UNIVERSITY OF WASHINGTON made no comments.

Appendix F

CONFERENCE ON FOREIGN LANGUAGE TESTS FOR GRADUATE STUDENTS

Survey of Available Standardized Tests in French, German, and Russian

According to our information there is no available standardized test in French, German, or Russian that could serve as a proficiency test for graduate students. This statement is based on a survey of all foreign-language test offerings by Educational Testing Service and of other foreign-language tests listed and evaluated in the Fifth Mental Measurements Yearbook, published in 1959.

Our findings are briefly summarized below. A selection of these tests will be on hand at the Conference on April 27-29, because an examination of the patterns and testing techniques used in them might shed light on some of the questions to be considered.

Foreign Language Tests Offered by Educational Testing Service

1. College Entrance Examination Board Achievement Tests in French, German, and Russian.
   One-hour multiple-choice tests for high-school seniors with two to four years of language study. About 50% of the items test reading comprehension based on several passages of graded difficulty. The other items test mastery of conversational skill, vocabulary, idiomatic expressions, and functional grammar.

2. College Entrance Examination Board Supplementary Listening Comprehension Tests in French, German, and also (as of March 1962) in Russian.
   30-minute multiple-choice tests that use tape recordings to measure the candidates' ability to understand native speakers of the foreign language. Approximately 50 items, some of which are based on connected passages representing realistic speaking situations such as broadcasts, telephone conversations, short scenes of a play, etc.

3. College Entrance Examination Board Placement Tests in French, German, and Russian (for use in colleges only).
   Not suitable for testing graduate student proficiency because test content is too general and not on proper maturity level. These are mainly older forms of tests described under (1) and (2).

4. College Entrance Examination Board Advanced Placement Examinations in French and German.
   Three-hour examinations predominantly of the essay type for high-school seniors with exceptionally advanced preparation in the foreign language. Designed to measure all language skills (except speaking): listening and reading comprehension, translation, and writing. In addition: literary acquaintance and appreciation. The tests are given once a year and graded by readers.

5. Cooperative French Tests (Elementary and Advanced)
   40-minute multiple-choice tests for use in high schools and colleges, measuring vocabulary, grammar, and reading comprehension on the elementary level (up to two years in high school or one year in college) and the advanced level (up to four years in high school or two in college). Content not appropriate for graduate students.

6. Cooperative French Listening Comprehension Test.
   30-minute multiple-choice test based on tape recordings, for use in high schools and colleges.

7. Graduate Record Examinations Advanced Test in French.
   A three-hour multiple-choice test for college seniors applying for admission to graduate work in French. Designed to measure reading comprehension on a high level

of proficiency, literary acquaintance and interpretation, cultural information and understanding, basic linguistics.

8. Department of State Examinations in French, German, and Russian.
one-hour multiple-choice examinations for selection of foreign-service officers. 60% of the items test reading comprehension based on passages of graded difficulty and varied content in specified areas such as economics, etc. Some of these items test accurate translation into English of crucial words or phrases in the context of these passages. The other 40% of the items test vocabulary and idiomatic expressions in the context of brief sentences. These are intended to cover a wide variety of general and - to a small extent - technical vocabulary, while the passages are restricted to specified areas. (The pattern and testing techniques represented in these tests come close to what might be applicable in constructing graduate student proficiency tests. Content and level of difficulty would have to be adjusted to the particular objectives of these tests, however.)

9. Modern Language Association Proficiency Tests for teachers and advanced students in French, German, and Russian.
These are tests in seven different areas of competence: listening comprehension, reading, speaking, writing, applied linguistics, civilization and culture, and professional preparation. The Reading Tests in French, German, and Russian are 40-minute multiple-choice tests, measuring vocabulary-in-context, and reading comprehension based on prose and poetry passages of graded difficulty. Final forms will be available in the fall of 1961. Content not suitable for graduate student proficiency tests.

10. Modern Language Association Classroom Tests in French, German, and Russian (in preparation).
These will include tests of listening comprehension, reading, speaking, and writing on two levels, for use in high schools and colleges, grades 7 through 13. Final forms are expected to be available in 1962 or 1963.

Standardized Foreign Language Tests by Other Organizations than ETS

11. Bureau of Educational Measurements First Year French Test for high school and college.
40 to 45-minute test including 65 multiple-choice questions, 5 true-false questions, and some completion items to be written in by the candidate.

12. Bureau of Educational Measurements Second Year French Test for high school and college.
40 to 45-minute test including 30 multiple-choice questions, 25 true-false questions, and 40 free-response questions.

13. Educational Test Bureau French I and II Midwest High School Achievement Examinations, for high schools only.
Tests reading comprehension, vocabulary, translation, grammar, civilization and culture; also includes an Aural Test to be read aloud by the examiner. Considered by the reviewer a good instrument to check up on teaching emphasis on various aspects tested. Obviously not suited for graduate student proficiency testing.

14. Educational Test Bureau German I and II: Achievement Examinations for Secondary Schools.
For students with one or two years of high-school German. Similar to French test described under (13).

15. Educational Test Bureau German I and II Midwest High School Achievement Examinations for high-school students with two years of German.
A one-hour test including 87 items measuring reading comprehension, vocabulary, aural comprehension, and grammar. Rather unfavorable review by Professor Dunkel of the

University of Chicago. Besides, it is not suitable for graduate students because of content and maturity level.

16. American Association of Teachers of German German Tests on Lower and Advanced Level. One-hour tests including approximately 100 items each, measuring vocabulary, grammar, and reading comprehension. These tests have been prepared with Educational Testing Service assistance on a consultant basis. Pretests showed excellent quality. The reading comprehension passages in the Advanced Level test merit some attention, though the test as a whole is not suitable as a graduate student proficiency test because of the general nature of the content.

April 19, 1961 Rose M. Scheider

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A Brief Description of Item Types Represented in the SAMPLE QUESTIONS

1. Sentence Completion Items (see pp. 1-2, 8, 15) are used to test vocabulary, idioms, word and sentence structure (grammar and Syntax). They are entirely in the foreign language, and represent a very flexible device to cover a wide range of problems. They are particularly suited to test the kind of basic grammar and common vocabulary (with a wide range of meanings) described on pp. 2 and 3 of DOCTORAL READING REQUIREMENTS.

2. Reading Comprehension and Translation Items (pp. 5-6, 9-10, 11-12, 13-14, 16-17, 18-19). Based on connected passages of general or technical content, the "comprehension questions" test the candidate's understanding of the main ideas and of important detail contained in the passage. Currently, all ETS tests use comprehension questions in the foreign language. We have experimented with English comprehension questions in two forms of the College Board German test (pp. 9-10) and had very satisfactory statistical results. In addition to comprehension questions, a series of "translation" items is also based on each passage. The candidate is required to select the correct translation of crucial words or phrases which occur in the passage.

3. Isolated Vocabulary Items (page 7) are no longer used in current tests. The sample has only been included for the purpose of contrast. They would seem particularly out of place in a Reading Test where recognition of the specific meaning in a given context is crucial.

4. Definitions of Special Terminology. (pp. 3-4) This might be a suitable device to test mastery of technical terms in a given field, if this should be desirable. The choices might be in English rather than in the foreign language.

5. Vocabulary-in-Context (pp. 20-21) may also be tested in connection with a long passage, as was done in the Advanced Spanish Examination of the Graduate Record Examinations. Without the use of comprehension questions, the candidate's understanding of crucial words and phrases is tested by means of 16 underlined expressions for which the candidate has to choose an appropriate equivalent. In the GRE Examination, these equivalents were in Spanish, but for a Reading Test, they might just as well be in English, thus testing translation.